

Health Content Standard A - Health Concepts		LAA Rubric Level 1
<p>Health Concepts</p> <p>1. Understand the importance of health and safety.</p> <p>2. Identify the components of health and safety.</p> <p>3. Explain the relationship between health and safety.</p> <p>4. Describe the impact of health and safety on the community.</p> <p>5. Analyze the role of health and safety in the workplace.</p> <p>6. Evaluate the effectiveness of health and safety measures.</p> <p>7. Synthesize information about health and safety.</p> <p>8. Create a plan for health and safety.</p> <p>9. Implement health and safety measures.</p> <p>10. Monitor and evaluate health and safety.</p>	<p>1. Understand the importance of health and safety.</p> <p>2. Identify the components of health and safety.</p> <p>3. Explain the relationship between health and safety.</p> <p>4. Describe the impact of health and safety on the community.</p> <p>5. Analyze the role of health and safety in the workplace.</p> <p>6. Evaluate the effectiveness of health and safety measures.</p> <p>7. Synthesize information about health and safety.</p> <p>8. Create a plan for health and safety.</p> <p>9. Implement health and safety measures.</p> <p>10. Monitor and evaluate health and safety.</p>	<p>1. Understand the importance of health and safety.</p> <p>2. Identify the components of health and safety.</p> <p>3. Explain the relationship between health and safety.</p> <p>4. Describe the impact of health and safety on the community.</p> <p>5. Analyze the role of health and safety in the workplace.</p> <p>6. Evaluate the effectiveness of health and safety measures.</p> <p>7. Synthesize information about health and safety.</p> <p>8. Create a plan for health and safety.</p> <p>9. Implement health and safety measures.</p> <p>10. Monitor and evaluate health and safety.</p>

LAA Rubric Level 1

Students will understand health promotion and disease prevention concepts.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Portfolio contains evidence that:</p> <p>A1. Student practices one habit that promotes health, on a daily basis.</p> <p>A2. Student can make use of one practice which prevents transmission of diseases.</p> <p>A3. Student can match two basic health terms with a given picture/description.</p>	<p>Portfolio contains evidence that:</p> <p>A1. Student can identify two components of health (i.e., healthy food, rest and leisure, exercise, etc.)</p> <p>A2. Student can identify two ways to prevent communicable diseases.</p> <p>A3. Student can demonstrate understanding of two basic health terms.</p>	<p>Portfolio contains evidence that:</p> <p>A1. Student can identify three components of health (i.e., healthy food, rest and leisure, exercise, etc.).</p> <p>A2. Student can describe/demonstrate the transmission <u>or</u> prevention of communicable diseases.</p> <p>A3. Student can demonstrate understanding of three basic health terms.</p>	<p>Portfolio contains evidence that:</p> <p>A1. Student can identify four or more components of health (i.e., healthy food, rest and leisure, exercise, etc.).</p> <p>A2. Student can describe/demonstrate the transmission <u>and</u> prevention of communicable diseases.</p> <p>A3. Student can demonstrate understanding of four or more basic health terms.</p>	<p>Students will be able to:</p> <p>A1. Recognize that there are multiple components of health.</p> <p>A2. Describe the transmission and prevention of communicable diseases.</p> <p>A3. Demonstrate an understanding of basic health terms.</p>

Health Content Standard A - Health Concepts

LAA Rubric Level 2

Students will understand health promotion and disease prevention concepts.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Portfolio contains evidence that:</p> <p>A1. Student can describe/demonstrate his/her own daily health practices.</p> <p>A2. Student can identify two or more childhood indicators of one of the following: physical, mental, emotional, and social health.</p> <p>A3. Student can identify the basic structures and functions of one of the human body systems.</p> <p>A4. Student can identify three or more common health problems of children.</p> <p>A5. Student can describe/demonstrate a way in which a healthful school or community environment influence personal health.</p>	<p>Portfolio contains evidence that:</p> <p>A1. Student can describe/demonstrate the relationship between a daily health practice and his/her personal health.</p> <p>A2. Student can identify two or more childhood indicators of two of the following: physical, mental, emotional, and social health.</p> <p>A3. Student can describe/demonstrate the basic structures and functions of a human body system.</p> <p>A4. Student can identify one common health problem of children that should be detected and treated early.</p> <p>A5. Student can describe/demonstrate two ways in which a healthful school or community environment influence personal health.</p>	<p>Portfolio contains evidence that:</p> <p>A1. Student can describe/demonstrate the relationship between two health practices and personal health.</p> <p>A2. Student can identify childhood indicators of three of the following: physical, mental, emotional, and social health.</p> <p>A3. Student can describe/demonstrate the basic structures and functions of three of the human body systems.</p> <p>A4. Student can identify two common health problems of children that should be detected and treated early.</p> <p>A5. Student can describe/demonstrate two ways in which a healthful school and two ways in which community environment influence personal health.</p>	<p>Portfolio contains evidence that:</p> <p>A1. Student can describe/demonstrate the relationship between three or more health practices and personal health (e.g., eating well and exercise).</p> <p>A2. Student can identify indicators of physical, mental, emotional, and social health during childhood.</p> <p>A3. Student can describe/demonstrate the basic structures and functions of four or more of the human body systems.</p> <p>A4. Student can identify three or more common health problems of children that should be detected and treated early.</p> <p>A5. Student can describe/demonstrate three or more ways in which a healthful school and three or more ways in which community environment influence personal health.</p>	<p>Students will be able to:</p> <p>A1. Describe the relationship between healthy practices and personal health (e.g., eating well and exercise).</p> <p>A2. Identify indicators of physical, mental, emotional, and social health during childhood.</p> <p>A3. Describe the basic structures and functions of the human body systems.</p> <p>A4. Identify common health problems of children that should be detected and treated early.</p> <p>A5. Describe ways in which a healthful school and community environment influence personal health.</p>

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Students will understand health promotion and disease prevention concepts.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	<i>Learning Results</i> Performance Indicators
<p>Portfolio contains evidence that:</p> <p>A6. Student can identify one positive and one negative response to stress.</p> <p>A7. Student can demonstrate essential understanding of a basic health concept.</p>	<p>Portfolio contains evidence that:</p> <p>A6. Student can explain/demonstrate a positive and a negative response to stress.</p> <p>A7. Student can demonstrate essential understanding of two basic health concepts.</p>	<p>Portfolio contains evidence that:</p> <p>A6. Student can explain/demonstrate the differences between a positive and a negative response to stress.</p> <p>A7. Student can demonstrate essential understanding of three basic health concepts.</p>	<p>Portfolio contains evidence that:</p> <p>A6. Student can explain/demonstrate the difference between positive and negative responses to stress.</p> <p>A7. Student can demonstrate essential understanding of four basic health concepts.</p>	<p>Students will be able to:</p> <p>A6. Explain the difference between positive and negative responses to stress.</p> <p>A7. Demonstrate essential understanding of basic health concepts.</p>

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Health Content Standard B - Health Information, Services, and Products
LAA Rubric Level 1

Students will know how to acquire valid information about health issues, services, and products.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Portfolio contains evidence that:</p> <p>B1. Student can correctly match a school or community health helper with a related situation in which the student may have personal involvement.</p>	<p>Portfolio contains evidence that:</p> <p>B1. Student can identify school or community health helpers that are needed in two given situations.</p>	<p>Portfolio contains evidence that:</p> <p>B1. Student can identify school and community health helpers that are needed in three given situations.</p>	<p>Portfolio contains evidence that:</p> <p>B1. Student can identify school and community health helpers that are needed in four or more given situations.</p>	<p>Students will be able to:</p> <p>B1. Identify which school and community health helpers are needed in given situations.</p>

Health Content Standard B - Health Information, Services, and Products

LAA Rubric Level 2

Students will know how to acquire valid information about health issues, services, and products.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Portfolio contains evidence that:</p> <p>B1. Student can identify sources of valid health information and products.</p> <p>B2. Student can demonstrate one way to locate school <u>or</u> community health helpers.</p> <p>B3. Student can identify a community agency that advocates healthy individuals, families, and communities.</p>	<p>Portfolio contains evidence that:</p> <p>B1. Student can identify one characteristic of valid health information and products.</p> <p>B2. Student can demonstrate two ways to locate school and community health helpers.</p> <p>B3. Student can identify two community agencies that advocate healthy individuals, families, and communities.</p>	<p>Portfolio contains evidence that:</p> <p>B1. Student can identify one characteristic of valid health information and products, and a service that promotes health.</p> <p>B2. Student can demonstrate three ways to locate school and community health helpers.</p> <p>B3. Student can identify three community agencies that advocate healthy individuals, families, and communities.</p>	<p>Portfolio contains evidence that:</p> <p>B1. Student can identify two or more characteristics of valid health information and products, and services that promote health.</p> <p>B2. Student can demonstrate four or more ways to locate school and community health helpers.</p> <p>B3. Student can identify four or more community agencies that advocate healthy individuals, families, and communities.</p>	<p>Students will be able to:</p> <p>B1. Identify characteristics of valid health information and products, and services that promote health.</p> <p>B2. Demonstrate ways to locate school and community health helpers.</p> <p>B3. Identify community agencies that advocate healthy individuals, families, and communities.</p>

Health Content Standard C - Health Promotion and Risk Reduction

LAA Rubric Level 1

Students will understand how to reduce their health risks through the practice of healthy behaviors.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Portfolio contains evidence that:</p> <p>C1. Student can identify a substance that could harm him/her.</p> <p>C2. Student can initiate the timely practice of a personal hygiene skill.</p> <p>C3. When given the opportunity, student chooses food rather than non-food for personal consumption.</p> <p>C4. Student can identify one safety skill.</p> <p>C5. Student can identify personal feelings of anxiety, anger, loss of control, etc.</p>	<p>Portfolio contains evidence that:</p> <p>C1. Student can, given a group/list of three to five substances found at home and/or school, identify those that are safe and those that are harmful.</p> <p>C2. Student can initiate and demonstrate two personal hygiene skills.</p> <p>C3. When given the opportunity, student chooses healthful foods for personal consumption one or two out of five times.</p> <p>C4. Student can identify three safety skills for different situations (e.g., pedestrian, bus, fire, auto, and bicycle safety).</p> <p>C5. Student can apply one coping strategy when feeling too excited, anxious, angry, or out of control.</p>	<p>Portfolio contains evidence that:</p> <p>C1. Student can generate a group/list of three safe and three harmful substances found at home and/or school.</p> <p>C2. Student can demonstrate/describe three personal hygiene skills.</p> <p>C3. When given the opportunity, student chooses healthful foods for personal consumption three of five times.</p> <p>C4. Student can describe/demonstrate four safety skills for different situations (e.g., pedestrian, bus, fire, auto, and bicycle safety).</p> <p>C5. Student can identify and apply two appropriate coping strategies when he/she feels too excited, anxious, angry, or out of control.</p>	<p>Portfolio contains evidence that:</p> <p>C1. Student can explain/demonstrate the differences between safe and harmful substances found at home and school.</p> <p>C2. Student can demonstrate/describe four or more personal hygiene skills.</p> <p>C3. When given the opportunity, student chooses healthful foods for personal consumption four of five times.</p> <p>C4. Student can describe/demonstrate five or more safety skills for different situations (e.g., pedestrian, bus, fire, auto, and bicycle safety).</p> <p>C5. Student can apply three or more appropriate coping strategies when he/she feels too excited, anxious, angry, or out of control.</p>	<p>Students will be able to:</p> <p>C1. Differentiate between safe and harmful substances found at home and school.</p> <p>C2. Demonstrate personal hygiene skills.</p> <p>C3. Choose healthful foods.</p> <p>C4. Demonstrate a variety of safety skills for different situations (e.g., pedestrian, bus, fire, auto, and bicycle safety).</p> <p>C5. Apply coping strategies when they feel too excited, anxious, angry, or out of control.</p>

Health Content Standard C - Health Promotion and Risk Reduction

LAA Rubric Level 2

Students will understand how to reduce their health risks through the practice of healthy behaviors.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Portfolio contains evidence that:</p> <p>C1. Student can create a list of at least three behaviors that are safe and three behaviors that are harmful.</p> <p>C2. Student can develop two injury prevention and safety strategies for personal health.</p> <p>C3. Student can demonstrate basic care of one human body system.</p> <p>C4. Student can demonstrate/describe healthful and safe ways to deal with or avoid a threatening or stressful situation.</p>	<p>Portfolio contains evidence that:</p> <p>C1. Student can compare two behaviors that are safe to two behaviors that are risky or harmful (e.g., bicycle safety, handling weapons, use of medicines).</p> <p>C2. Student can develop three injury prevention and safety strategies for personal health.</p> <p>C3. Student can demonstrate basic care of two human body systems.</p> <p>C4. Student can demonstrate/describe healthful and safe ways to deal with or avoid two threatening and/or stressful situations.</p>	<p>Portfolio contains evidence that:</p> <p>C1. Student can compare three behaviors that are safe to three behaviors that are risky or harmful (e.g., bicycle safety, handling weapons, use of medicines).</p> <p>C2. Student can develop four injury prevention and safety strategies for personal health.</p> <p>C3. Student can demonstrate basic care of three human body systems.</p> <p>C4. Student can demonstrate/describe healthful and safe ways to deal with or avoid three threatening and/or stressful situations.</p>	<p>Portfolio contains evidence that:</p> <p>C1. Student can compare four or more behaviors that are safe to four or more behaviors that are risky or harmful (e.g., bicycle safety, handling weapons, use of medicines).</p> <p>C2. Student can develop five or more injury prevention and safety strategies for personal health.</p> <p>C3. Student can demonstrate basic care of four or more human body systems.</p> <p>C4. Student can demonstrate/describe healthful and safe ways to deal with or avoid four or more threatening and stressful situations.</p>	<p>Students will be able to:</p> <p>C1. Compare behaviors that are safe to those that are risky or harmful (e.g., bicycle safety, handling weapons, use of medicines).</p> <p>C2. Develop injury prevention and safety strategies for personal health.</p> <p>C3. Demonstrate basic care of human body systems.</p> <p>C4. Demonstrate healthful and safe ways to deal with or avoid threatening and stressful situations.</p>

Health Content Standard D - Influences on Health

LAA Rubric Level 1

Students will understand how media techniques, cultural perspectives, technology, peers, and family influence behaviors that affect health.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
Portfolio contains evidence that: D1. Student will choose from media samples, a personal health issue relevant to him/her. D2. Student will match one family or school staff member with a health support/service provided by that person to him/her.	Portfolio contains evidence that: D1. Student can identify two ways in which the media influences his/her personal health. D2. Student will identify an example of information from a family or school staff member that has influenced his/her health.	Portfolio contains evidence that: D1. Student can describe/demonstrate two ways in which the media influences health. D2. Student will explain/demonstrate two ways in which information from school or family has influenced his/her personal health.	Portfolio contains evidence that: D1. Student can describe/demonstrate three ways in which the media influences health. D2. Student will explain/demonstrate how information from school and family influences health.	Students will be able to: D1. Describe the influences of media on health. D2. Explain how information from school and family influences health.

Health Content Standard D - Influences on Health

LAA Rubric Level 2

Students will understand how media techniques, cultural perspectives, technology, peers, and family influence behaviors that affect health.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Portfolio contains evidence that:</p> <p>D1. Student can describe/demonstrate an influence of culture on health.</p> <p>D2. Student can explain/demonstrate two ways in which media influence his/her health decisions.</p> <p>D3. Student can describe/demonstrate one way in which technology affects his/her personal health.</p> <p>D4. Student can describe two ways to be a responsible friend or a responsible family member.</p>	<p>Portfolio contains evidence that:</p> <p>D1. Student can describe/demonstrate two influences of culture on health.</p> <p>D2. Student can explain/demonstrate three ways in which media influence his/her health decisions.</p> <p>D3. Student can describe/demonstrate two ways in which technology affects his/her personal health.</p> <p>D4. Student can describe one way to be a responsible friend and one way to be a responsible family member.</p>	<p>Portfolio contains evidence that:</p> <p>D1. Student can evaluate two influences of culture on health.</p> <p>D2. Student can explain/demonstrate three ways in which media influence health decisions.</p> <p>D3. Student can describe/demonstrate three ways in which technology affects personal health.</p> <p>D4. Student can describe two ways to be a responsible friend and two ways to be a responsible family member.</p>	<p>Portfolio contains evidence that:</p> <p>D1. Student can evaluate three or more influences of culture on health.</p> <p>D2. Student can explain/demonstrate four or more ways in which media influence health decisions.</p> <p>D3. Student can describe/demonstrate four or more ways in which technology affects personal health.</p> <p>D4. Student can describe three or more ways to be a responsible friend and three or more ways to be a responsible family member.</p>	<p>Students will be able to:</p> <p>D1. Evaluate the influences of culture on health.</p> <p>D2. Explain how media influences health decisions.</p> <p>D3. Describe ways technology affects personal health.</p> <p>D4. Describe ways to be a responsible friend and family member.</p>

Health Content Standard E - Communication Skills

LAA Rubric Level 1

Students will understand that skillful communication can contribute to better health for themselves, their families, and the community.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	<i>Learning Results</i> Performance Indicators
Portfolio contains evidence that: E1. Student can use one healthy way to express a need, want, or feeling. E2. Student can use verbal or nonverbal communication to let others know what he/she needs or wants.	Portfolio contains evidence that: E1. Student can use two or more healthy ways to express a need, want, or feeling. E2. Student can use verbal or nonverbal communication relevant to daily situations.	Portfolio contains evidence that: E1. Student can demonstrate three healthy ways to express needs, wants, and feelings. E2. Student can distinguish between verbal and nonverbal communication in daily situations directly affecting him/her.	Portfolio contains evidence that: E1. Student can demonstrate four or more healthy ways to express needs, wants, and feelings. E2. Student can distinguish between verbal and nonverbal communication.	Students will be able to: E1. Demonstrate healthy ways to express needs, wants, and feelings. E2. Distinguish between verbal and nonverbal communication.

Health Content Standard E - Communication Skills

LAA Rubric Level 2

Students will understand that skillful communication can contribute to better health for themselves, their families, and the community.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Portfolio contains evidence that:</p> <p>E1. Student can use an appropriate communication or listening skill to enhance health.</p> <p>E2. Student can describe/demonstrate a positive way and a negative way to deal with conflict.</p> <p>E3. Student can identify a non-violent strategy to resolve conflicts.</p> <p>E4. Student can express an opinion about a health issue.</p>	<p>Portfolio contains evidence that:</p> <p>E1. Student can use two appropriate communication and/or listening skills to enhance health.</p> <p>E2. Student can describe/demonstrate two positive ways and two negative ways to deal with conflict.</p> <p>E3. Student can identify two non-violent strategies to resolve conflicts.</p> <p>E4. Student can express an opinion about a health issue and identify accurate information.</p>	<p>Portfolio contains evidence that:</p> <p>E1. Student can use three appropriate communication and/or listening skills to enhance health.</p> <p>E2. Student can differentiate between three or more negative and positive ways to deal with conflict.</p> <p>E3. Student can demonstrate/describe three non-violent strategies to resolve conflicts.</p> <p>E4. Student can express opinions and give accurate information about two health issues.</p>	<p>Portfolio contains evidence that:</p> <p>E1. Student can use four or more appropriate communication and/or listening skills to enhance health.</p> <p>E2. Student can differentiate between four or more negative and positive ways to deal with conflict.</p> <p>E3. Student can demonstrate/describe four or more non-violent strategies to resolve conflicts.</p> <p>E4. Student can express opinions and give accurate information about three or more health issues.</p>	<p>Students will be able to:</p> <p>E1. Use appropriate communication and listening skills to enhance health.</p> <p>E2. Differentiate between negative and positive ways to deal with conflict.</p> <p>E3. Demonstrate non-violent strategies to resolve conflicts.</p> <p>E4. Express opinions and give accurate information about health issues.</p>

Health Content Standard F - Decision-Making and Goal Setting

LAA Rubric Level 1

Students will learn how to set personal goals and make decisions that lead to better health.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	<i>Learning Results</i> Performance Indicators
Portfolio contains evidence that: F1. Student can identify when he/she needs assistance. F2. Student can choose a personal health goal from two reasonable given options.	Portfolio contains evidence that: F1. Student can identify two instances when he/she needs help to make a decision. F2. Student can choose a personal health goal from among three reasonable given options.	Portfolio contains evidence that: F1. Student can explain/demonstrate two instances when assistance is needed in making health-related decisions or setting health goals. F2. Student can identify two components of the process used to set a short-term personal health goal.	Portfolio contains evidence that: F1. Student can explain/demonstrate three or more instances when assistance is needed in making health-related decisions and setting health goals. F2. Student can set a short-term personal health goal.	Students will be able to: F1. Explain when assistance is needed in making health-related decisions and setting health goals. F2. Set a short-term personal health goal.

Health Content Standard F - Decision-Making and Goal Setting

LAA Rubric Level 2

Students will learn how to set personal goals and make decisions that lead to better health.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	<i>Learning Results</i> Performance Indicators
Portfolio contains evidence that: F1. Student can identify the steps of a decision-making process appropriate to a health issue. F2. Student can identify a health decision that needs to be made and the information needed to make it.	Portfolio contains evidence that: F1. Student can sequence a minimum of three steps of a decision-making process appropriate to given health issues and problems. F2. Student can choose possible results of a health decision from a given list.	Portfolio contains evidence that: F1. Student can generate a list of the steps needed for a decision-making process appropriate to health issues and problems. F2. Student can predict results of two positive health decisions.	Portfolio contains evidence that: F1. Student can apply a decision-making process to health issues and problems. F2. Student can predict results of three or more positive health decisions.	Students will be able to: F1. Demonstrate the ability to apply a decision-making process to health issues and problems. F2. Predict the results of positive health decisions.

Health Content Standard A - Health Concepts**LAA Rubric Level 3**

Students will understand health promotion and disease prevention concepts.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	<i>Learning Results</i> Performance Indicators
Evidence indicates that the student is in the initial stages of development of Performance Indicators for Health Content Standard A, Health Concepts, at LAA Rubric Level 3. The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.	Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of Performance Indicators for Health, Content Standard A, Health Concepts, at LAA Rubric Level 3. The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.	Evidence indicates that the student has partially developed the knowledge, skills and strategies related to Performance Indicators for Health, Content Standard A, Health Concepts, at LAA Rubric Level 3. The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.	Evidence indicates that the student has the ability to consistently use the skills and strategies related to Performance Indicators for Health, Content Standard A, Health Concepts, at LAA Rubric Level 3. The LAA contains evidence that the student has met the standards for Health Concepts at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.	<i>Students will be able to:</i> <ol style="list-style-type: none">1. Explain the relationship between healthy behaviors and the prevention of injury, illness, and disease.2. Describe the relationship among physical, mental, emotional, and social health.3. Analyze the effects that risky behaviors have on personal health (e.g., tobacco, drugs, poor nutrition, sexual activity, sedentary life-style, and behaviors resulting in injury).4. Evaluate how health is influenced by the interaction of body systems (e.g., physical fitness and the respiratory and circulatory systems).5. Analyze how the environment relates to personal health.6. Explain how appropriate health care can prevent premature death and disability.7. Identify the characteristics and stages of human growth and development.8. Demonstrate thorough understanding of key health concepts.

Health Content Standard A - Health Concepts

LAA Rubric Level 4

Students will understand health promotion and disease prevention concepts.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development of Performance Indicators for Health, Content Standard A, Health Concepts, at LAA Rubric Level 4.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of Performance Indicators for Health, Content Standard A, Health Concepts, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>Evidence indicates that the student has partially developed the knowledge, skills and strategies related to Performance Indicators for Health, Content Standard A, Health Concepts, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>Evidence indicates that the student has the ability to consistently use the skills and strategies related to Performance Indicators for Health, Content Standard A, Health Concepts, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student has met the standards for Health Concepts at this Rubric Level.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> Analyze the relationship between personal health practices and individual well-being. Describe the interrelationship of physical, mental, emotional, and social health throughout the stages of life. Evaluate the short- and long-term effects of risky behavior. Analyze the impact of personal health behaviors on body systems. Analyze how the environment relates to personal and community health. Describe health issues common at different stages of life. Analyze how public health policies and laws influence health promotion and disease prevention. Analyze how the prevention and control of health problems are influenced by research and medical advances. Describe how disease-causing microorganisms, family history, nutrition, and other factors relate to the cause or prevention of disease and other health problems. Describe how stress management relates to disease prevention. Demonstrate in-depth understanding of complex health concepts.

Health Content Standard B - Health Information, Services, and Products**LAA Rubric Level 3**

Students will know how to acquire valid information about health issues, services, and products.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	<i>Learning Results</i> Performance Indicators
Evidence indicates that the student is in the initial stages of development of Performance Indicators for Health Content Standard B, Health Education, Health Information, Services, and Products at LAA Rubric Level 3. The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.	Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of Performance Indicators for Health, Content Standard B, Health Education, Health Information, Services, and Products at LAA Rubric Level 3. The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.	Evidence indicates that the student has partially developed the knowledge, skills and strategies related to Performance Indicators for Health, Content Standard B, Health Education, Health Information, Services, and Products at LAA Rubric Level 3. The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.	Evidence indicates that the student has the ability to consistently use the skills and strategies related to Performance Indicators for Health, Content Standard B, Health Education, Health Information, Services, and Products at LAA Rubric Level 3. The LAA contains evidence that the student has met the standards for Health Information, Services, and Products at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.	<i>Students will be able to:</i> 1. Analyze the validity of health information, products, and services and describe situations requiring their use. 2. Identify resources from home, school, and community that provide valid health information and services.

Health Content Standard B - Health Information, Services, and Products

LAA Rubric Level 4

Students will know how to acquire valid information about health issues, services, and products.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development of Performance Indicators for Health Content Standard B, Health Education, Health Information, Services, and Products, at LAA Rubric Level 4.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of Performance Indicators for Health, Content Standard B, Health Education, Health Information, Services, and Products at LAA Rubric Level 4.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>Evidence indicates that the student has partially developed the knowledge, skills and strategies related to Performance Indicators for Health, Content Standard B, Health Education, Health Information, Services, and Products at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>Evidence indicates that the student has the ability to consistently use the skills and strategies related to Performance Indicators for Health, Content Standard B, Health Education, Health Information, Services, and Products at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student has met the standards for Health Information, Services, and Products at this Rubric Level.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Provide evidence to support the validity of health information, products, and services. 2. Evaluate factors that influence personal selection of health products and services (e.g., cost and accessibility). 3. Access school and community health services (e.g., school nurse, family physician, emergency care). 4. Analyze various health problems and identify those that require professional health care services (e.g., dental cavities, sports injuries).

Health Content Standard C - Health Promotion and Risk Reduction

LAA Rubric Level 3

Students will understand how to reduce their health risks through the practice of healthy behaviors.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development of Performance Indicators for Health Content Standard C, Health Promotion and Risk Reduction, at LAA Rubric Level 3.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of Performance Indicators for Health, Content Standard C, Health Promotion and Risk Reduction, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>Evidence indicates that the student has partially developed the knowledge, skills and strategies related to Performance Indicators for Health, Content Standard C, Health Promotion and Risk Reduction, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>Evidence indicates that the student has the ability to consistently use the skills and strategies related to Performance Indicators for Health, Content Standard C, Health Promotion and Risk Reduction, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student has met the standards for Health Promotion and Risk Reduction at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Explain the importance of assuming responsibility for personal health. 2. Analyze a personal health assessment to determine health strengths and risks. 3. Develop strategies to improve or maintain personal and family health. 4. Develop injury prevention and response strategies for personal safety, including first aid. 5. Demonstrate ways to avoid or change situations that threaten personal safety. 6. Distinguish between healthy and unhealthy stress management techniques.

LAA Rubric Level 4

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development of Performance Indicators for Health, Content Standard C, Health Promotion and Risk Reduction, at LAA Rubric Level 4.</p>	<p>Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of Performance Indicators for Health, Content Standard C, Health Promotion and Risk Reduction, at LAA Rubric Level 4.</p>	<p>Evidence indicates that the student has partially developed the knowledge, skills and strategies related to Performance Indicators for Health, Content Standard C, Health Promotion and Risk Reduction, at LAA Rubric Level 4.</p>	<p>Evidence indicates that the student has the ability to consistently use the skills and strategies related to Performance Indicators for Health, Content Standard C, Health Promotion and Risk Reduction, at LAA Rubric Level 4.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> Analyze the extent to which individuals are responsible for enhancing health and safety in the community and the workplace. Demonstrate strategies to avoid, change, and report unsafe situations. Design, implement, and evaluate a plan of stress management.
<p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>The LAA contains evidence that the student has met the standards for Health Promotion and Risk Reduction at this Rubric Level.</p>	

Health Content Standard D - Influences on Health**LAA Rubric Level 3**

Students will understand how media techniques, cultural perspectives, technology, peers, and family influence behaviors that affect health.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
Evidence indicates that the student is in the initial stages of development of Performance Indicators for Health Content Standard D, Influences on Health, at LAA Rubric Level 3.	Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of Performance Indicators for Health, Content Standard D, Influences on Health, at LAA Rubric Level 3.	Evidence indicates that the student has partially developed the knowledge, skills and strategies related to Performance Indicators for Health, Content Standard D, Influences on Health, at LAA Rubric Level 3.	Evidence indicates that the student has the ability to consistently use the skills and strategies related to Performance Indicators for Health, Content Standard D, Influences on Health, at LAA Rubric Level 3.	<i>Students will be able to:</i> 1. Investigate the influence of cultural beliefs on health behaviors and the use of health services. 2. Analyze how messages from media influence both health behaviors and the selection of health information, products, and services (e.g., eating disorders, teen magazines, acne products, dental care). 3. Analyze the effect of technology on personal and family health. 4. Describe how school, family, and peers influence the health of adolescents.
The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.	The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.	The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.	The LAA contains evidence that the student has met the standards for Influences on Health at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.	

Health Content Standard D - Influences on Health**LAA Rubric Level 4**

Students will understand how media techniques, cultural perspectives, technology, peers, and family influence behaviors that affect health.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
Evidence indicates that the student is in the initial stages of development of Performance Indicators for Health, Content Standard D, Influences on Health, at LAA Rubric Level 4.	Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of Performance Indicators for Health, Content Standard D, Influences on Health, at LAA Rubric Level 4.	Evidence indicates that the student has partially developed the knowledge, skills and strategies related to Performance Indicators for Health, Content Standard D, Influences on Health, at LAA Rubric Level 4.	Evidence indicates that the student has the ability to consistently use the skills and strategies related to Performance Indicators for Health, Content Standard D, Influences on Health, at LAA Rubric Level 4.	<i>Students will be able to:</i> 1. Analyze how different cultures affect health beliefs and practices (gender equity). 2. Evaluate the effect of media and other factors on personal, family, and community health. 3. Evaluate the impact of technology on personal, family, and community health. 4. Analyze how the family, peers, and community influence the health of individuals.
The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.	The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.	The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.	The LAA contains evidence that the student has met the standards for Influences on Health at this Rubric Level.	

Health Content Standard E - Communication Skills**LAA Rubric Level 3**

Students will understand that skillful communication can contribute to better health for themselves, their families, and the community.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
Evidence indicates that the student is in the initial stages of development of Performance Indicators for Health, Content Standard E, Communication Skills, at LAA Rubric Level 3. The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.	Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of Performance Indicators for Health, Content Standard E, Communication Skills, at LAA Rubric Level 3. The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.	Evidence indicates that the student has partially developed the knowledge, skills and strategies related to Performance Indicators for Health, Content Standard E, Communication Skills, at LAA Rubric Level 3. The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.	Evidence indicates that the student has the ability to consistently use the skills and strategies related to Performance Indicators for Health, Content Standard E, Communication Skills, at LAA Rubric Level 3. The LAA contains evidence that the student has met the standards for Communication Skills at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.	<i>Students will be able to:</i> 1. Demonstrate effective verbal and non-verbal communication skills to enhance health and to build and maintain healthy relationships (e.g., positive peer pressure). 2. Demonstrate refusal and negotiation skills which can enhance health by enabling them to deal with negative peer pressure. 3. Demonstrate conflict resolution strategies. 4. Analyze various communication methods which can be used to give information, ideas, and opinions about health issues.

Health Content Standard E - Communication Skills**LAA Rubric Level 4**

Students will understand that skillful communication can contribute to better health for themselves, their families, and the community.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
Evidence indicates that the student is in the initial stages of development of Performance Indicators for Health, Content Standard E, Communication Skills, at LAA Rubric Level 4. The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.	Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of Performance Indicators for Health, Content Standard E, Communication Skills, at LAA Rubric Level 4. The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.	Evidence indicates that the student has partially developed the knowledge, skills and strategies related to Performance Indicators for Health, Content Standard E, Communication Skills, at LAA Rubric Level 4. The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.	Evidence indicates that the student has the ability to consistently use the skills and strategies related to Performance Indicators for Health, Content Standard E, Communication Skills, at LAA Rubric Level 4. The LAA contains evidence that the student has met the standards for Communication Skills at this Rubric Level.	<i>Students will be able to:</i> <ol style="list-style-type: none">1. Demonstrate healthy ways to listen and communicate effectively with family, peers, and others.2. Demonstrate strategies that can be used to prevent or solve conflicts without harm.3. Analyze the possible causes of conflict in schools, families, and communities.4. Evaluate the effectiveness of various communication methods for accurately delivering health information and ideas.5. Utilize strategies to overcome barriers when communicating information, ideas, feelings, and opinions about health issues.6. Demonstrate the ability to work cooperatively as an advocate for healthy individuals, families, schools, and communities.7. Adapt health messages and communication techniques to the characteristics of a particular audience.

Health Content Standard F - Decision-Making and Goal Setting**LAA Rubric Level 3**

Students will learn how to set personal goals and make decisions that lead to better health.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development of Performance Indicators for Health, Content Standard F, Decision-Making and Goal Setting, at LAA Rubric Level 3.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of Performance Indicators for Health, Content Standard F, Decision-Making and Goal Setting, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>Evidence indicates that the student has partially developed the knowledge, skills and strategies related to Performance Indicators for Health, Content Standard F, Decision-Making and Goal Setting, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>Evidence indicates that the student has the ability to consistently use the skills and strategies related to Performance Indicators for Health, Content Standard F, Decision-Making and Goal Setting, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student has met the standards for Decision-Making and Goal Setting at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none">1. Demonstrate individual and collaborative decision-making processes to resolve health problems.2. Analyze how health-related decisions are influenced by individuals, families, and community values.3. Explain how decisions regarding health behaviors have consequences for them and others.4. Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities.5. Develop a plan to attain personal health goals by employing personal strengths and addressing needs and health risks.

Health Content Standard F - Decision-Making and Goal Setting

LAA Rubric Level 4

Students will learn how to set personal goals and make decisions that lead to better health.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development of Performance Indicators for Health, Content Standard F, Decision-Making and Goal Setting, at LAA Rubric Level 4.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of Performance Indicators for Health, Content Standard F, Decision-Making and Goal Setting, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>Evidence indicates that the student has partially developed the knowledge, skills and strategies related to Performance Indicators for Health, Content Standard F, Decision-Making and Goal Setting, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>Evidence indicates that the student has the ability to consistently use the skills and strategies related to Performance Indicators for Health, Content Standard F, Decision-Making and Goal Setting, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student has met the standards for Decision-Making and Goal Setting at this Rubric Level.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Demonstrate various decision making strategies that can be used to address behaviors which lead to trouble. 2. Analyze health concerns that require collaborative decision making. 3. Explain how decisions regarding health behaviors have consequences for them and others. 4. Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities. 5. Formulate an effective long-range personal health plan.

Physical Education Content Standard A - Physical Fitness

LAA Rubric Level 1

Students will acquire the knowledge needed to be physically fit and take part in healthful physical activity on a regular basis.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Portfolio contains evidence that:</p> <p>A1. Student can identify activity and inactivity.</p> <p>A2. Student engages in physical activity appropriate for him/her personally once a week.</p> <p>A3. Student can participate in activities associated with a component of health-related fitness (e.g., cardiovascular endurance, muscular endurance [flexibility], muscular strength, or body composition).</p> <p>A4. Student moves with an awareness of others during activities which are part of his/her daily routine, and are provided in a familiar setting.</p> <p>A5. Student can use safe and/or controlled movements.</p>	<p>Portfolio contains evidence that:</p> <p>A1. Student can identify a physical change he/she experiences after vigorous activity.</p> <p>A2. Student engages in appropriate physical activity twice a week.</p> <p>A3. Student can identify activities associated with two components of health-related fitness (e.g., cardiovascular endurance, muscular endurance [flexibility], muscular strength, body composition).</p> <p>A4. Student moves with an awareness of others in three or more structured changing environments and/or activities which are part of his/her daily routine.</p> <p>A5. Student can identify three safe and controlled movements from among five or more given choices.</p>	<p>Portfolio contains evidence that:</p> <p>A1. Student can identify two physical changes that accompany moderate to vigorous activity.</p> <p>A2. Student engages in appropriate moderate to vigorous physical activity three times a week.</p> <p>A3. Student can identify activities associated with three components of health-related fitness (e.g., cardiovascular endurance, muscular endurance [flexibility], muscular strength, body composition).</p> <p>A4. Student moves with an awareness of others in three unstructured settings when participating in two different activities.</p> <p>A5. Student can state/demonstrate two reasons for safe and controlled movements.</p>	<p>Portfolio contains evidence that:</p> <p>A1. Student can identify three or more physical changes that accompany moderate to vigorous activity.</p> <p>A2. Student engages in appropriate moderate to vigorous physical activity four or more days a week.</p> <p>A3. Student can identify activities associated with each component of health-related fitness (e.g., cardiovascular endurance [flexibility], muscular endurance, muscular strength, body composition).</p> <p>A4. Students moves with an awareness of others when engaged in activities in changing environments.</p> <p>A5. Student can state/demonstrate three or more reasons for safe and controlled movements.</p>	<p>Students will be able to:</p> <p>A1. Identify the physical changes that accompany moderate to vigorous activity (e.g., sweating, increased heart rate, heavy breathing).</p> <p>A2. Engage in moderate to vigorous physical activity.</p> <p>A3. Identify activities associated with each component of health-related fitness (e.g., cardiovascular endurance, muscular strength, body composition).</p> <p>A4. Move with an awareness of others.</p> <p>A5. State reasons for safe and controlled movements.</p>

Physical Education Content Standard A - Physical Fitness

LAA Rubric Level 2

Students will acquire the knowledge needed to be physically fit and take part in healthful physical activity on a regular basis.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Portfolio contains evidence that:</p> <p>A1. Student can describe/demonstrate one of the components of health-related fitness (cardiovascular endurance, muscular endurance [flexibility], muscular strength, body composition).</p> <p>A2. Student can demonstrate/describe one or more specific activities to improve one of the components of health-related fitness.</p> <p>A3. Student can identify one benefit of regular participation in physical activity.</p> <p>A4. Student participates in physical activity for the purpose of improving health-related fitness goals once a week.</p> <p>A5. Student participates in assessments related to one health related fitness component.</p> <p>A6. Student can recognize the potential risks associated with participation in a physical activity.</p> <p>A7. Student utilizes safety principles during an activity.</p>	<p>Portfolio contains evidence that:</p> <p>A1. Student can describe/demonstrate two of the components of health-related fitness (cardiovascular endurance, muscular endurance [flexibility], muscular strength, body composition).</p> <p>A2. Student can demonstrate/describe one or more specific activities to improve two of the components of health-related fitness.</p> <p>A3. Student can identify two benefits of regular participation in physical activity.</p> <p>A4. Student participates in physical activity for the purpose of improving health-related fitness goals twice a week.</p> <p>A5. Student participates in assessments related to two health related fitness components.</p> <p>A6. Student can recognize the potential risks associated with two physical activities.</p> <p>A7. Student utilizes safety principles during two activities.</p>	<p>Portfolio contains evidence that:</p> <p>A1. Student can identify three of the components of health-related fitness (cardiovascular endurance, muscular endurance [flexibility], muscular strength, body composition).</p> <p>A2. Student can demonstrate/describe one or more specific activities to improve three of the components of health-related fitness.</p> <p>A3. Student can identify three benefits of regular participation in physical activity.</p> <p>A4. Student participates in physical activity for the purpose of improving health-related fitness goals three times a week.</p> <p>A5. Student participates in assessments related to three health related fitness components.</p> <p>A6. Student can predict the potential risks associated with participation in three physical activities.</p> <p>A7. Student utilizes safety principles during three activities.</p>	<p>Portfolio contains evidence that:</p> <p>A1. Student can identify four of the components of health-related fitness (cardiovascular endurance, muscular endurance [flexibility], muscular strength, body composition).</p> <p>A2. Student can demonstrate/describe one or more specific activities to improve four components of health-related fitness.</p> <p>A3. Student can identify four or more benefits of regular participation in physical activity.</p> <p>A4. Student participates in physical activity for the purpose of improving health-related fitness goals four or more times a week.</p> <p>A5. Student participates in assessments related to four or more health related fitness components.</p> <p>A6. Student can analyze the potential risks associated with participation in four or more physical activities.</p> <p>A7. Student utilizes safety principles during four or more activities.</p>	<p>Students will be able to:</p> <p>A1. Identify the components of health-related fitness (cardiovascular endurance, muscular endurance, muscular strength, body composition).</p> <p>A2. Demonstrate specific activities to improve each of the components of health-related fitness.</p> <p>A3. Identify the benefits of regular participation in physical activity.</p> <p>A4. Participate in physical activity for the purpose of improving health-related fitness.</p> <p>A5. Participate in health-related fitness assessments.</p> <p>A6. Analyze potential risks of physical activities.</p> <p>A7. Utilize safety principles during activities.</p>

Physical Education Content Standard B - Motor Skills

LAA Rubric Level 1

Students will develop motor skills and apply these to enhance their movement and physical performance.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Portfolio contains evidence that:</p> <p>B1. Student demonstrates progress in developing a practical locomotor <u>or</u> non-locomotor skill.</p> <p>B2. Student demonstrates improving form on one physical skill.</p> <p>B3. Student can demonstrate a motor pattern.</p> <p>B4. Student can make a transition between two sequential motor skills.</p>	<p>Portfolio contains evidence that:</p> <p>Student demonstrates progress in developing two practical locomotor <u>or</u> non-locomotor skills.</p> <p>B2. Student demonstrates improving form on two physical skills.</p> <p>B3. Student can demonstrate a simple combination of two motor patterns.</p> <p>B4. Student can make smooth transitions between two sequential motor skills.</p>	<p>Portfolio contains evidence that:</p> <p>B1. Student demonstrates progress in mastering a combination of three locomotor <u>and</u> non-locomotor skills.</p> <p>B2. Student demonstrates improving form when using a sports accessory.</p> <p>B3. Student can demonstrate a simple combination of three or more motor patterns.</p> <p>B4. Student can make smooth transitions between two sequential motor skills, by exhibiting three different patterns in combination.</p>	<p>Portfolio contains evidence that:</p> <p>B1. Student demonstrates progress in mastering a combination of four or more locomotor <u>and</u> non-locomotor skills.</p> <p>B2. Student demonstrates improving form when using two or more sports accessories.</p> <p>B3. Student can demonstrate four simple combinations of motor patterns.</p> <p>B4. Student can make smooth transitions between two sequential motor skills, repeating a common pattern once, twice, three times, <u>or</u> by exhibiting four different patterns in combination.</p>	<p>Students will be able to:</p> <p>B1. Demonstrate progress in mastering locomotor skills (skills used to move from one place to another, e.g., walking, running, jumping, hopping) and non-locomotor skills (skills used to move in place, e.g., turning, twisting).</p> <p>B2. Demonstrate improving form when using various sports accessories (e.g., throwing a ball, catching a bean bag, hitting a hockey puck).</p> <p>B3. Demonstrate simple combinations of motor patterns (e.g., dribbling while running).</p> <p>B4. Make smooth transitions between sequential motor skills (e.g., running into a jump).</p>

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Physical Education Content Standard B - Motor Skills (continued)

LAA Rubric Level 1

Students will develop motor skills and apply these to enhance their movement and physical performance.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Portfolio contains evidence that:</p> <p>B5. Student can adjust a movement skill to meet the demands of a predictable environmental condition or expectation.</p> <p>B6. Student can identify/copy an element in a fundamental movement pattern.</p> <p>B7. Student can apply one movement concept to a fundamental skill.</p>	<p>Portfolio contains evidence that:</p> <p>B5. Student can adapt and adjust movement skills to one uncomplicated, changing environmental condition or expectation.</p> <p>B6. Student can identify/copy two or more critical elements of a fundamental movement pattern.</p> <p>B7. Student can apply a movement concepts to a fundamental skill.</p>	<p>Portfolio contains evidence that:</p> <p>B5. Student can adapt and adjust movement skills to two uncomplicated, changing environmental conditions and expectations.</p> <p>B6. Student can identify critical elements of a fundamental movement pattern.</p> <p>B7. Student can apply two or more movement concepts to a fundamental skill.</p>	<p>Portfolio contains evidence that:</p> <p>B5. Student can adapt and adjust movement skills to three or more uncomplicated changing, environmental conditions and expectations.</p> <p>B6. Student can identify the critical elements of two or more fundamental movement patterns.</p> <p>B7. Student can apply three or more movement concepts to a variety of fundamental skills.</p>	<p>Students will be able to:</p> <p>B5. Adapt and adjust movement skills to uncomplicated, changing, environmental conditions and expectations (e.g., tossing a ball to a moving partner).</p> <p>B6. Identify the critical elements of fundamental movement patterns (e.g., throwing; ready position, arm preparation, turn side to target, step in opposition, etc.).</p> <p>B7. Apply movement concepts (e.g., patterns of movement, direction, speed, etc.) to a variety of fundamental skills (e.g., running in different directions without bumping into others or falling).</p>

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Physical Education Content Standard B - Motor Skills

LAA Rubric Level 2

Students will develop motor skills and apply these to enhance their movement and physical performance.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Portfolio contains evidence that:</p> <p>B1. Student can copy a movement pattern in combination and/or in sequence using two movement concepts.</p> <p>B2. Student can identify which are locomotor and which are non-locomotor skills from a group of ten pictures of activities including both types.</p> <p>B3. Student can demonstrate an adapted form of a mature form in a locomotor pattern or a non-locomotor skill, and a selected sports accessory.</p> <p>B4. Student can adapt a skill to the demands of a predictable environment.</p> <p>B5. Student can demonstrate a beginning skill that is a component of a movement form.</p>	<p>Portfolio contains evidence that:</p> <p>B1. Student can complete a movement pattern in combination and/or in sequence using movement concepts.</p> <p>B2. Student can distinguish between locomotor and non-locomotor skills in a physical activity.</p> <p>B3. Student can demonstrate an adapted form of a mature form in two locomotor patterns, two non-locomotor skills, and a selected sports accessory.</p> <p>B4. Student can adapt a skill to the demands of two different predictable environments.</p> <p>B5. Student can demonstrate two beginning skills that are components of a movement form.</p>	<p>Portfolio contains evidence that:</p> <p>B1. Student can complete two or more movement patterns in combination and/or in sequence using movement concepts.</p> <p>B2. Student can distinguish between locomotor and non-locomotor skills in two physical activities.</p> <p>B3. Student can demonstrate an adapted form of a mature form in three locomotor patterns, three non-locomotor skills, and two selected sports accessories.</p> <p>B4. Student can adapt a skill to the demands of three different changing environments.</p> <p>B5. Student can demonstrate beginning skills of one specific movement form.</p>	<p>Portfolio contains evidence that:</p> <p>B1. Student can create two or more movement patterns in combination and/or in sequence using movement concepts.</p> <p>B2. Student can distinguish between locomotor and non-locomotor skills in three physical activities.</p> <p>B3. Student can demonstrate mature form in all locomotor patterns, non-locomotor skills, and selected sports accessories.</p> <p>B4. Student can adapt a skill to the demands of four different game-like environments.</p> <p>B5. Student can demonstrate beginning skills of two or more specific movement forms.</p>	<p>Students will be able to:</p> <p>B1. Create movement patterns in combination and/or in sequence using movement concepts.</p> <p>B2. Distinguish between locomotor and non-locomotor skills in physical activities.</p> <p>B3. Demonstrate mature form in all locomotor patterns, non-locomotor skills, and selected sports accessories.</p> <p>B4. Adapt a skill to the demands of the environment (e.g., dribble and pass a ball to a moving receiver).</p> <p>B5. Demonstrate beginning skills of two or more specific movement forms (e.g., a beginner level gymnastics routine or a simple folk dance).</p>

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Physical Education Content Standard B - Motor Skills (continued)

LAA Rubric Level 2

Students will develop motor skills and apply these to enhance their movement and physical performance.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Portfolio contains evidence that:</p> <p>B6. Student can combine two movement skills in one applied setting.</p> <p>B7. Student can identify the critical elements needed to improve the performance of others in a given situation.</p> <p>B8. Student can recognize a given concept that has an impact on the quality of movement.</p> <p>B9. Student can identify appropriate safety practices and rules for an activity.</p>	<p>Portfolio contains evidence that:</p> <p>B6. Student can combine two movement skills in two different applied settings.</p> <p>B7. Student can identify critical elements to improve personal performance in one situation.</p> <p>B8. Student can recognize and apply a concept that has an impact on the quality of movement.</p> <p>B9. Student can identify appropriate safety practices and rules for two or more activities.</p>	<p>Portfolio contains evidence that:</p> <p>B6. Student can combine three or more movement skills in two different applied settings.</p> <p>B7. Student can apply critical elements to improve personal performance in one or more situations.</p> <p>B8. Student can recognize and apply two concepts that have an impact on the quality of movement.</p> <p>B9. Student can identify and describe/demonstrate appropriate safety practices and rules for two activities.</p>	<p>Portfolio contains evidence that:</p> <p>B6. Student can combine three or more movement skills in three or more applied settings.</p> <p>B7. Student can apply critical elements to improve personal performance in two or more different situations.</p> <p>B8. Student can recognize and apply three concepts that have an impact on the quality of movement.</p> <p>B9. Student can identify and describe/demonstrate appropriate safety practices and rules for three or more activities.</p>	<p>Students will be able to:</p> <p>B6. Combine movement skills in applied settings (e.g., run, jump, and land for distance).</p> <p>B7. Apply critical elements to improve personal performance (e.g., transfer weight from feet to hands at an increased speed, thus changing a mule kick into a handstand).</p> <p>B8. Recognize and apply concepts that have an impact on the quality of movement (e.g., appropriate practice improves performance).</p> <p>B9. Identify and demonstrate appropriate safety practices and rules for activities.</p>

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Physical Education Content Standard C - Personal and Social Interactions

LAA Rubric Level 1

The student will demonstrate responsible personal and social behaviors in physical activity settings.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	<i>Learning Results</i> Performance Indicators
<p>Portfolio contains evidence that:</p> <p>C1. Student follows general behavior rules during a given activity.</p> <p>C2. Student demonstrates a cooperative skill while participating in activities.</p> <p>C3. Student uses equipment appropriately and responsibly in a given situation.</p> <p>C4. Student can follow a rule or behavior that contributes to productive participation in activities.</p>	<p>Portfolio contains evidence that:</p> <p>C1. Student follows one rule for a given activity.</p> <p>C2. Student demonstrates two or more cooperative skills while participating in activities.</p> <p>C3. Student uses equipment appropriately and responsibly in two different situations.</p> <p>C4. Student can identify two rules or behaviors that contribute to productive participation in activities.</p>	<p>Portfolio contains evidence that:</p> <p>C1. Student follows two rules for a given activity.</p> <p>C2. Student demonstrates two cooperative skills while participating in physical activities.</p> <p>C3. Student uses equipment appropriately and responsibly in three different situations.</p> <p>C4. Student can describe/demonstrate two rules and behaviors that contribute to productive participation in physical activity.</p>	<p>Portfolio contains evidence that:</p> <p>C1. Student can identify the rules of a given activity.</p> <p>C2. Student demonstrates three or more cooperative skills while participating in physical activities.</p> <p>C3. Student uses equipment appropriately and responsibly in four or more different situations.</p> <p>C4. Student can describe/demonstrate three or more rules and behaviors that contribute to productive participation in physical activity.</p>	<p>Students will be able to:</p> <p>C1. Identify the rules of a given activity.</p> <p>C2. Demonstrate cooperative skills (following rules, taking turns, sharing equipment, etc.) while participating in physical activities.</p> <p>C3. Use equipment appropriately and responsibly.</p> <p>C4. Describe rules and behaviors that contribute to productive participation in physical activity.</p>

Physical Education Content Standard C - Personal and Social Interactions

LAA Rubric Level 2

The student will demonstrate responsible personal and social behaviors in physical activity settings.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Portfolio contains evidence that:</p> <p>C1. Student demonstrates appropriate communications skills in a physical activity.</p> <p>C2. Student follows activity specific etiquette.</p> <p>C3. Student demonstrates safety principles in a structured setting.</p> <p>C4. Student participates cooperatively during practice.</p> <p>C5. Student can identify two aspects of his/her performance in a given activity, one a strength and one that needs improvement.</p>	<p>Portfolio contains evidence that:</p> <p>C1. Student demonstrates appropriate communications skills in two or more physical activities.</p> <p>C2. Student follows activity specific etiquette and rules or procedures.</p> <p>C3. Student demonstrates safety principles in two physical activity settings.</p> <p>C4. Student participates cooperatively with a partner during practice.</p> <p>C5. Student can assess one aspect of his/her performance in a given activity.</p>	<p>Portfolio contains evidence that:</p> <p>C1. Student can identify appropriate communication skills in three or more physical activities and describe how these skills can enhance group/team cooperation and effort.</p> <p>Student follows specific etiquette, rules, and procedures related to one activity.</p> <p>C3. Student demonstrates safety principles in three physical activity settings.</p> <p>C4. Student participates cooperatively with partners during practice.</p> <p>C5. Student can assess two of his/her own performances by identifying strengths and areas needing improvement in both.</p>	<p>Portfolio contains evidence that:</p> <p>C1. Student demonstrates appropriate communication skills in three or more physical activities and describe how these skills can enhance group/team cooperation and effort.</p> <p>C2. Student follows specific rules, procedures, and etiquette, in two or more activities.</p> <p>C3. Student demonstrates safety principles in four or more physical activity settings.</p> <p>C4. Student participates cooperatively with partners to improve skill performance during practice.</p> <p>C5. Student can assess his/her own performances, identifying strengths and elements needing improvement.</p>	<p>Students will be able to:</p> <p>C1. Demonstrate appropriate communication skills in a variety of physical activities and describe how these skills can enhance group/team cooperation and effort.</p> <p>C2. Follow activity specific rules, procedures, etiquette.</p> <p>C3. Demonstrate safety principles in physical activity settings.</p> <p>C4. Participate cooperatively with partners to improve skill performance during practice.</p> <p>C5. Assess their own performance problems without blaming others.</p>

Physical Education Content Standard A - Physical Fitness

LAA Rubric Level 3

Students will acquire the knowledge needed to be physically fit and take part in healthful physical activity on a regular basis.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development of Performance Indicators for Physical Education Content Standard A, Physical Fitness, at LAA Rubric Level 3.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of Performance Indicators for Physical Education, Content Standard A, Physical Fitness, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>Evidence indicates that the student has partially developed the knowledge, skills and strategies related to Performance Indicators for Physical Education, Content Standard A, Physical Fitness, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>Evidence indicates that the student has the ability to consistently use the skills and strategies related to Performance Indicators for Physical Education, Content Standard A, Physical Fitness, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student has met the standards for Physical Fitness at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Define the components of skill-related fitness (agility, balance, coordination, power, reaction time, and speed) and health-related fitness and identify activities which contribute to the development of each component. 2. Participate in and distinguish among a variety of health-related fitness activities. 3. Assess health-related fitness levels and develop personal fitness goals. 4. Establish personal physical activity goals and participate regularly in health-enhancing activities to accomplish these goals. 5. Demonstrate understanding of and apply the following principles of training: specificity (use of a specific exercise to develop skill in a particular activity); progression (increasing the level of intensity); and overload (e.g., increasing the weights used in an exercise in order to build muscle more quickly, rather than increasing the speed of the exercise). 6. Assess physiological indicators of exercise during and after physical activity (e.g., pulse rate, sweating). 7. Demonstrate appropriate stretching and warm up exercises that enhance the learning and performance of activities. 8. Identify and apply rules and procedures designed for safe participation.

Physical Education Content Standard A - Physical Fitness

LAA Rubric Level 4

Students will acquire the knowledge needed to be physically fit and take part in healthful physical activity on a regular basis.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development of Performance Indicators Physical Education Content Standard A, Physical Fitness, at LAA Rubric Level 4.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of Performance Indicators for Physical Education, Content Standard A, Physical Fitness, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>Evidence indicates that the student has partially developed the knowledge, skills and strategies related to Performance Indicators for Physical Education, Content Standard A, Physical Fitness, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>Evidence indicates that the student has the ability to consistently use the skills and strategies related to Performance Indicators for Physical Education, Content Standard A, Physical Fitness, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student has met the standards for Physical Fitness at this Rubric Level.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Design and implement a personal fitness program based on accurately assessed fitness profile applying the principles of training. 2. Participate in a variety of health-enhancing physical activities. 3. Demonstrate an understanding of how patterns of participation change throughout life, and develop strategies to deal with those changes. 4. Demonstrate the knowledge, skills, and behaviors needed to maintain or modify levels of fitness. 5. Analyze and compare physical fitness activities for their health-enhancing potential and benefits.

Physical Education Content Standard B - Motor Skills

LAA Rubric Level 3

Students will develop motor skills and apply these to enhance their movement and physical performance.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development of Performance Indicators Physical Education, Content Standard B, Motor Skills, at LAA Rubric Level 3.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of Performance Indicators Physical Education, Content Standard B, Motor Skills, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>Evidence indicates that the student has partially developed the knowledge, skills and strategies related to Performance Indicators for Physical Education, Content Standard B, Motor Skills, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>Evidence indicates that the student has the ability to consistently use the skills and strategies related to Performance Indicators for Physical Education, Content Standard B, Motor Skills, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student has met the standards for Motor Skills at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Demonstrate the correct use of skills in simplified versions of a variety of physical activities (e.g., a 3-0n-3 basketball game, a simple folk or square dance). 2. Identify the critical elements of more advanced movement skills (e.g., describe elements of a sprinter's stance in track). 3. Describe and apply principles of practice and conditioning that enhance performance (e.g., warm-up before and cool-down after an activity). 4. Recognize general characteristics of movement that can be applied to specific settings (e.g., the "ready" position is similar for volleyball and softball or baseball). 5. Use offensive and defensive strategies in simple games and in non-complex settings (e.g., strategies for a singles or doubles tennis match). 6. Differentiate among the characteristics of highly skilled performances in different forms (e.g., explain the difference between a long distance run and a sprint). 7. Explain and apply more advanced knowledge of sport/activities (e.g., positional play in a game of basketball). 8. Use feedback from others to improve a skill by focusing on critical elements of the skill. 9. Create a safe environment for skill practice.

Physical Education Content Standard B - Motor Skills

LAA Rubric Level 4

Students will develop motor skills and apply these to enhance their movement and physical performance.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development of Performance Indicators for Physical Education Content Standard B, Motor Skills, at LAA Rubric Level 4.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of Performance Indicators for Physical Education, Content Standard B, Motor Skills, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>Evidence indicates that the student has partially developed the knowledge, skills and strategies related to Performance Indicators Physical Education, Content Standard B, Motor Skills, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>Evidence indicates that the student has the ability to consistently use the skills and strategies related to Performance Indicators Physical Education, Content Standard B, Motor Skills, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student has met the standards for Motor Skills at this Rubric Level.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Demonstrate competency (basic skills, strategies, and rules) in more complex versions of different types of movement forms (e.g., team sports, individual and dual sport, outdoor pursuits, dance). 2. Demonstrate proficiency in a few movement forms (e.g., passing the requirements of the Red Cross intermediate swimmer level). 3. Use biomechanical concepts and principles (concepts and principles related to the mechanics of the body) to develop skills for specific activities. 4. Apply biomechanical concepts and principles to analyze and improve their own performances and the performances of others (e.g., view a videotape of themselves performing a physical activity and analyze the performance). 5. Evaluate risk and safety factors that my affect physical activity preferences. 6. Design appropriate practice sessions to improve performance. 7. Analyze time, cost, and accessibility factors related to regular participation in physical activities.

Physical Education Content Standard C - Personal and Social Interactions

LAA Rubric Level 3

The student will demonstrate responsible personal and social behaviors in physical activity settings.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development of Performance Indicators for Physical Education, Content Standard C, Personal and Social Interactions, at LAA Rubric Level 3.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of Performance Indicators for Physical Education, Content C, Personal and Social Interactions, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>Evidence indicates that the student has partially developed the knowledge, skills and strategies related to Performance Indicators for Physical Education, Content Standard C, Personal and Social Interactions, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>Evidence indicates that the student has the ability to consistently use the skills and strategies related to Performance Indicators for Physical Education, Content Standard C, Personal and Social Interactions, at LAA Rubric Level 3.</p> <p>The LAA contains evidence that the student has met the standards for Personal and Social Interactions at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Describe ways in which respect for individual similarities and differences among people is demonstrated in physical activity settings. 2. Participate safely and cooperatively with others to achieve group goals in competitive and cooperative physical activities. 3. Recognize the influence of peer pressure on individuals during physical activities. 4. Solve problems which occur in physical activities by analyzing causes and potential solutions. 5. Identify behaviors that are supportive and inclusive in physical activity. 6. Demonstrate appropriate etiquette, ways of interacting, care of equipment, and safety in the setting of an activity. 7. Apply a decision-making process to the safety of themselves and others in activity settings.

Physical Education Content Standard C - Personal and Social Interactions

LAA Rubric Level 4

The student will demonstrate responsible personal and social behaviors in physical activity settings.

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development of Performance Indicators for Physical Education Content Standard C, Personal and Social Interactions, at LAA Rubric Level 4.</p> <p>The LAA contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of Performance Indicators for Physical Education, Content Standard C, Personal and Social Interactions, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>Evidence indicates that the student has partially developed the knowledge, skills and strategies related to Performance Indicators for Physical Education, Content Standard C, Personal and Social Interactions, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>Evidence indicates that the student has the ability to consistently use the skills and strategies related to Performance Indicators for Physical Education, Content Standard C, Personal and Social Interactions, at LAA Rubric Level 4.</p> <p>The LAA contains evidence that the student has met the standards for Personal and Social Interactions at this Rubric Level.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Describe personal and group conduct necessary to participate cooperatively and ethically in both competitive and noncompetitive physical activities. 2. Accommodate for the differences in skill and performance levels of participants by adapting activities to encourage individual success. 3. Initiate independent and responsible personal behavior in physical activity settings. 4. Identify potentially dangerous consequences and outcomes of participation in physical activity. 5. Identify opportunities to share and learn from others through physical activity. 6. Demonstrate appropriate etiquette, ways of interacting, care of equipment, and safety in the setting of an activity. 7. Apply a decision-making process to their safety and that of others in activity settings.

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